

DOCUMENT RESUME

ED 195 303

JC 800 627

AUTHOR Loomis, Katherine A.: And Others
TITLE Motivating Performance Learning. Implementing Competency Based Education in Community Colleges, 5.
INSTITUTION Virginia Polytechnic Inst. and State Univ., Blacksburg.
SPONS AGENCY Michigan State Dept. of Education, Lansing. Higher Education Management Services.
PUB DATE [80]
NOTE 17p.: For related documents, see JC 800 623-632.
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Class Activities; Community Colleges; Competency Based Education; Self Esteem; Student Attitudes; Student Interests; *Student Motivation; *Student Teacher Relationship; *Teacher Influence; Teacher Role; Teaching Styles; Two Year Colleges; Vocational Education

ABSTRACT

As part of a series on implementing competency-based education, this monograph examines methods of creating learning environments that enhance student motivation. After introductory material on the importance of motivation to student learning, the monograph discusses the value of: (1) identifying student perceptions; (2) securing and maintaining interest; (3) structuring learning experiences; and (4) enhancing student self-image. For each of these, the monograph presents and elaborates upon common sense principles and then provides alternative ways of applying the principles. For example, with respect to identifying student perceptions, the monograph suggests reviewing student records, and discusses the use of life line and log book exercises in helping students understand themselves and the learning situation. In order to spark interest, the monograph suggests ways of making students think, providing them with challenges, and giving them the opportunity to apply new knowledge and skills. With regard to structuring learning, the monograph discusses the use of syllabi, task charts, and problem solving in providing meaning and organization to learning experiences. The final section recommends nine ways of enhancing students' self-image, including the use of positive reinforcement, the recognition of student contributions, the creation of opportunities for success, and the maintenance of reasonable expectations. (AYC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED195303

JC 800 627

C

B

E

MOTIVATING PERFORMANCE LEARNING

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

James H. Folkening

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

KATHERINE A. LOOMIS
DANIEL E. VOGLER
MARGARET R. DEWALD

This series of monographs includes the following:

1. Using Performance Goals
2. Using Performance Objectives
3. Developing a Performance Syllabus
4. Evaluating Performances
5. Motivating Performance Learning
6. Developing and Using Performance Modules
7. Addressing Affective Performance
8. Remediating and Enriching Performance Learning
9. Managing a Performance On The Job
10. Maximizing Teaching/Learning

This is one of ten monographs in a series relating to **IMPLEMENTING COMPETENCY BASED EDUCATION IN COMMUNITY COLLEGES** developed at Virginia Polytechnic Institute and State University. This project was developed under a grant to St. Clair County Community College and was funded by the Michigan Department of Education, Higher Education Management Services, Occupational Education Unit. Project #33B9-7447-2.

Motivating Performance Learning

Remember the adage? "You can lead a horse to water but you can't make it drink." Whether or not a horse will drink depends on a number of things. Has the horse had a bad experience at this water hole? Does the horse prefer a fountain to a water hole? Is the horse thirsty? Does the horse only drink in the company of other horses? Does the horse desire to be the biggest drinker in the stable? Experience indicates that any one of the previous circumstances could mitigate against the horse's drinking. Can this adage also be true with students and learning? We think so!

1. Why did you pick up this monograph?
2. How are you presently motivating performance learning?
3. What problems are you having with motivating performance learning?
4. What do you want to be able to do as a result of using this monograph?

This monograph was developed to assist educators in assessing and developing the most effective teaching strategies. Before continuing with this experience, you might find it helpful to analyze your position on motivating performance learning. Re-read the above four questions. If the questions and your mental responses piqued some interest, then this monograph will be worth your time; if not, you probably should shelve it.

A Motivation Context

The word **motivation** and its derivatives conjure many meanings. The lack of motivation has often been cited as the basic reason for student failure. The possession of high motivation has been cited as the impelling force that makes certain students successful. Instructors have been criticized because they do not motivate their students. Other instructors have been accorded great acclaim because of their ability to motivate students. The power, use, misuse, and true meaning of motivation could be debated. Rather than engage in such non-productive semantic debate, it is hereby proclaimed that motivation is very important and educators must put motivation to work.

Caveats

1. Learning is the responsibility of the learner.
2. Motivated students will be attentive, engaged, and involved.
3. Involved students usually succeed in occupational programs.
4. Instructors want to be effective.
5. Effective instructors are usually surrounded by motivated students.
6. Motivated students usually have motivated instructors.
7. Situations and forces acting upon students and instructors can be manipulated.
8. Proper facilitation of situations and forces can produce motivated instructors and students.
9. Facilitation is the major responsibility of the instructor.
10. Instructors and students learn to do what they do.

Capitulation

Educators agree that motivation is an important consideration in the learning/teaching process. For most, motivation usually suggests "getting" students to learn. This monograph focuses attention on arranging a learning environment which complements and supports the unique characteristics of students. The environment can be arranged if the instructor conscientiously addresses: (a) identifying perceptions, (b) creating interest, (c) structuring learning, and (d) enhancing self-image.

There is no magic in the suggestions. Motivating performance learning is hard work. However, the hard work can be balanced by the satisfaction you will derive from seeing students learn.

Identifying Perceptions

The bases for most perceptions are past experiences. Both the instructor and the student come to a learning situation with unique sets of experiences. Their worlds have been, are, and will be different. At best what we perceive as real is a subjective orientation. Perceptions can and do change. Usually, the changes occur as a result of new experiences.

One of the advantages of teaching in an occupational program is that time is available for the teacher and student to get to know each other. Unlike general education instructors, occupational instructors are in contact with students for extended periods of time. Occupational instructors should use their time wisely in creating opportunities for sharing past experiences. The sharing process qualifies as

a new experience and thereby facilitates perception change. The change is almost always positive.

Common Sense Principles

1. Students do the only thing they can do considering their heredity, past experiences, and forces acting upon them.
2. Students have needs, desires, or wants for security, recognition, and new experiences.
3. Motivation is strongest when the student perceives that what is to be learned is useful.

Elaboration

The first common sense principle noted above helps to isolate the areas in which instructors can have affect (motivation power). Certainly the heredity is set; this is, unless cloning becomes more acceptable. By definition past experiences are set. Thus, the instructor is left with "forces acting upon them." These forces can be defined as new experiences. Hence, if the instructor wants students to do certain things, then new experiences must be provided. We would have some fun with this principle if we take it to the limit. For example, could doing nothing be something? A force? A new experience? How about sharing past experiences? Is this a new experience? Of course! Therefore it must be motivation.

The second principle suggests that students, like all of us, have forces of an intrinsic nature. These forces are motivational. The principle includes security, recognition, and new experiences. These three should not be construed as all inclusive. However, they may be viewed as somewhat hierarchical. To illustrate, the student will require a certain level of comfortableness before requiring recognition, etc., etc..

The third principle is so simple that most of us make it difficult. In essence, the principle seeks to answer the big one-word question. **Why?** Often the answer to **why** is obvious. In these cases nothing need be done. However, too often, the answer to **why** eludes the student. Then the instructor must invest time and effort to get the student to perceive usefulness.

Application Alternatives

There are an infinite number of alternatives that may be used by instructors to facilitate compatible instructor-student perceptions. The instructor should initiate the process of compatible perceptions by designing new experiences that help the instructor and student get

to know each other. The following list should provide helpful suggestions and stimulate your own creativity.

Review Records. Informational records are on file for most students. They provide data on family responsibilities, occupational histories, educational experiences, and guidance test results. This information can help you to have a preview and informed perception of students. Care should be exercised so that the student's privacy is not violated. In the final analysis, the instructor who demonstrates knowledge about and concern for individual students will have a class of secure students. Record reviews are efficient and productive premotivational instructor activities.

Life line exercise. It takes time to get to know students. This exercise can help to speed up the process. It serves its purpose best when used at the beginning of an occupational course. It will take about thirty minutes of class time. A good investment! The exercise is fun as well as helpful in bringing the student's and the instructor's worlds closer together. It will enable both instructor and student to "see" the student on a learning continuum. It permits the students to detail the important past experiences that influence their current mind set. The procedure is outlined below.

1. Provide each student with a big sheet of paper.
2. Tell the students that the exercise is designed to help one another get acquainted.
3. Ask the students to sketch a big hand on the paper with a line from the inside heel of the hand up to the point of the index finger. The line represents their life from birth to death. Permit them to be creative and have fun.
4. Have the students answer the following questions at the point on the lifeline which approximates when it happened. (a) What and when did you first learn something? Make a mark on your life line and briefly describe what you remember. (b) In middle school (jr. high) note the subject you liked best, which you liked least. Why? (c) Note the high school subject in which you did your best work. Also indicate the subject and year in which you did your poorest work. (d) When did you have your favorite teacher? What were the endearing characteristics? (e) Note your first hobby: When did you get involved? How long have you pursued it? (f) At what age did you develop an interest in an occupation? Why? (g) When and what was your first job? What did you like about it? (h) Bring the student to the present. What are you looking forward to in this program? What are you con-

cerned about? (i) You may wish to note that a great deal of the life line is still uncommitted.

5. Lead a discussion about what this information might mean in planning learning. For example, if the student noted an early and continuing dislike for math, how might a positive attitude toward math be developed?

A female student might have noted the value of independence afforded on the first job. She may also have mentioned that one of the characteristics of her favorite teacher was the fact that the teacher "allowed me to work independently." Efforts can then be directed toward affording opportunities for her to work independently in the occupational program.

There is a wide range of variations for how the Life Line Exercise can be used. Instructors can create their own questions. However, the following cautions should be observed when choosing to use the exercise or selecting questions.

1. Only information which can be directly related to managing learning should be asked. If you do not know how the information will be used or why you are asking the question, don't! "Nice-to-know" is not sufficient justification for asking.

2. Students have the right to their own values and beliefs. Values are sure to come out in this exercise. Unless you can accept values which differ from yours, do not use this exercise!

3. You should openly share your response to each question. This sets the tone. Also, you should only seek volunteer information. Don't require "open" participation.

Log book exercise. Another method for the student and teacher to gain insight and give direction to learning is a log book. This exercise is particularly useful in clinical and on-the-job learning activities. The procedure is enumerated below.

1. In a self-contained notebook, ask the student to make entries which speak to their perceptions about their learning experiences. (a) What do you feel you have accomplished this week? (b) What problems did you encounter? (c) What do you feel particularly good about? (d) What questions and concerns do you have? (e) What reactions do you have to the requirements and experiences?

2. Regular (weekly) conferences should be held between the teacher and student to discuss what has happened and what plans should be made to assure personal and meaningful learning.

There are additional pay-offs for the student. As students carry

out this process, they will become better "authors." The majority of students will show marked improvement in their ability to express themselves both verbally and in writing. As with the Life Line Exercise, there are some cautions.

1. The log book is the student's property. It belongs to the student and should never be reviewed without the student's direct involvement.

2. The instructor should only be concerned about the entries made during the time for which the teacher is directly responsible for the student's learning. Some students will be willing to share their entries from all courses, but the instructor should only expect the student to share entries for the present course.

3. As in life lining, beliefs and values will surface. Instructors who choose to use this method must be willing to acknowledge divergent beliefs and values.

4. Entries should not be graded. The purpose of the log book is to increase the student's personal involvement and responsibility in learning. Grading will prompt artificial and non-meaningful entries. The students may become more concerned about getting a grade than reflecting their true perceptions.

5. Occupational instructors cannot be psychological counselors or social workers. They can be sensitive to students. Some students will use the log book to make their personal problems known. In every occupational program there are students who need professional assistance in solving their problems. Occupational instructors must honor the students' trust by keeping their problems confidential. But, they also have a responsibility in helping students seek additional appropriate professional services.

The Life Line and Log Book Exercises are two facilitators to help students understand themselves and the learning situation. However, if these two exercises or variations of these exercises are to be used, the instructor must be able to accept students as they are, not as they wish them to be. Some students will have beliefs and values different from, and sometimes in conflict with, those of the teacher. The goal for the instructor is to bring the "subjective worlds" into close enough proximity so that they can work together with mutual respect and understanding.

Creating Interest

Accepting students as individuals will not be enough to capture their attention. Additional instructional strategies will be necessary

to stimulate and maintain the interests of students. Human nature tends to be fickle. What interests one student may not interest another. What interests one student today may be a bore tomorrow. The basic elements of interest include (a) that which makes a difference, (b) a feeling of special attention, and (c) a readiness to show attention.

Creating interest is the most efficient means of providing new experiences (motivation) that an instructor can use. Many instructors are interest "arousers" without even trying. Some instructors are interest "killers" without even trying. Regardless of the camp you might fall into, there are simple and effective things that instructors can do to secure and maintain interest.

Common Sense Principles

1. Students are motivated when they **think**. Thinking is the internal designing and testing of solutions to problems.
2. Students put forth the most effort for a **challenge**. The task must not be too easy nor too hard. The success seems possible but not certain.
3. Students like to **apply** new knowledges and skills. When this occurs, the experience is viewed as meaningful.

Elaboration

A synthesis of the three principles noted above could be reduced to **think, challenge, and apply**. Nice and simple, huh? Well, it certainly was simple to write. Matter of fact, it seems sufficiently simple to halt the elaboration and present application alternatives.

Application Alternatives

The specific things an instructor can do to arouse interest are unlimited. At the same time, the specific things an instructor can do to kill interest are also unlimited. The secret is to systematically provide more "arousers" than "killers." The following list of questions should be construed as "arouser" suggestions. Instructors should utilize at least three of these suggestions during any twenty minutes of instructional time. The list is directional. These are safe and sure interest approaches.

1. **Think**. Did I arouse curiosity?
2. **Think**. Did I ask thought questions?
3. **Think**. Did I encourage discussion?
4. **Challenge**. Did I balance cooperation and competition?
5. **Challenge**. Did I cause students to set goals?

6. **Challenge.** Did I cause students to accept or revise course performance objectives?
7. **Apply.** Did I encourage use of information?
8. **Apply.** Did I relate new information or skills to known information or skills?
9. **Apply.** Did I advance organize what was to come?

Vignettes

For the most part, the alternatives above relate to the instructional activities in the class or laboratory. Interest can and should be considered during the planning activities. The vehicle for transmitting interest from planning to instruction is the performance objective.

Think vignette. This performance objective is common to many nursing programs.

Performance Objective. Given a pediatric patient in a hospital unit, the student will list nursing care safety precautions. To be correct, the student must list in order of occurrence the ten precautions noted in text.

Teacher A constructs a 20 item multiple choice test which requires students to apply the principles of safe pediatric care. This paper and pencil test is probably a better way of using application and is more interesting than giving a test which requires the student to list the ten precautions. But, Teacher B goes a step further and devises a performance test which requires application in the "real" setting.

During one of the student's first clinical laboratory days, Teacher B sets up a simulated situation. A mannequin of an infant is placed in an empty pediatric unit. The teacher creates 10 unsafe conditions in the room. Students take turns individually inspecting the room. In order to successfully achieve the objective, the student must identify all 10 unsafe conditions. If a student does not meet the criteria, the teacher provides immediate feedback. The student is rescheduled to take the performance exam. The teacher can create different unsafe conditions.

Challenge vignette. Two teachers have prepared a performance objective for achievement of the same performance. Teacher A has not considered the interest technique of challenging students. Teacher B has attempted to challenge the students.

Teacher A's Performance Objective: Without text book or handouts on overdrafts, the student will list at least three principles to be used in preventing overdrafts. To be correct, the principles must be

found in the text book and/or hand-outs.

Teacher B's Performance Objective: Given a problem which demonstrates an overdrawn bank account, the student will identify the transaction which caused the overdraft. To be correct, the transaction will be identified by date, amount of transaction, and payee. The student will correctly state the principle of bookkeeping which was not applied and which led to the error.

Apply vignette. The following performance objective is used by two teachers. Teacher A plans learning experiences which are rather traditional. Teacher B attempts to use the interest technique of balancing cooperation and competition.

Performance Objective: Given descriptive information about the volume and type of work done in an automotive repair shop over a three-month period, the student will determine what should be ordered for the next three months and when it should be ordered. To be correct, the student will apply at least four of the five principles for maintaining a small business inventory as outlined in the textbook.

Teacher A gives students a reading assignment and lectures on the principles of small business inventory procedures. Teacher B implements the following learning experiences. The class is randomly divided into 5 groups. Each student is to synthesize a chapter in the textbook. As a group they are given a case study for a small automotive repair shop which describes inventory activities over a three-month period. The groups each schedule visits to small automotive repair shops to discuss inventory procedures with the owner/manager. Following these, the groups prepare a procedure manual for inventory in a small automotive repair shop.

Structuring Learning

The previous section on creating interest presented three vignettes related to interest before instruction formally begins. The notion of structure is central to the whole concept of motivation. Generally speaking, a structure that promotes order while facilitating flexibility is most desirable. Readers interested in this notion should find the literature related to leadership most interesting. Indeed, the concepts of **consideration** and **structure** have dominated leadership literature for the past quarter of a century. Isn't it interesting how this

monograph has also dealt with consideration and structure?

Common Sense Principles

1. Learning proceeds rapidly and products are retained longer when that which is learned possesses meaning and organization.
2. Goal setting by the group leads to greater identification of students with learning objectives.
3. Learners progress only as far as they need in order to achieve their purposes.

Elaboration

Structure, for our purposes, has to do with bringing what is to be learned into a personal and meaningful relationship with individual students. To achieve structure, students must be active participants in the learning process. The student-centered environment created by competency-based education is ideal for inviting students to actively participate in their own learning.

Competency-based education concentrates the students' efforts toward an end which has personal meaning. In occupational CBE the meaningful product is usually preparation for employment. Structured CBE must permit the student to (a) grasp the overall instructional scheme, (b) relate perception to the required occupational performance objectives, and (c) facilitate student "ownership" of performance goals and objectives.

Relating performance objectives to on-the-job situations will increase the relevance of the learning activities. Opportunities for students to be involved with the development, editing and/or revision of some of the objectives goes a long way in causing personal involvement and "ownership" of the objectives.

Students need to recognize when they need help. Even though you may tell them that you are there to assist them, they may not believe you. It is important early in a program to assess student ability to use the objectives. Do they perceive the objectives as their own? Do they use them to guide their independent study? Are they aware of how the objectives relate to testing? Students will, when they understand the objectives, be able to identify with the objective. In the final analysis, the development and acceptance of performance objectives are essential for structure. And structure is a key element for motivation.

Application Alternatives

Structure can be provided in many ways. A definable and consis-

tent structure is difficult to achieve. The following list is intended to arouse your thoughts about structure. No doubt, you have had past experiences that will permit you to go beyond this list.

Syllabus. A well-developed syllabus will structure. In many instances, a good syllabus will cut daily planning requirements in half. Care must be taken in the development of the syllabus to insure that it is not all "instructor." If this occurs, the student has only one choice--take it or leave it. Strive for some flexibility. You should study another monograph on this subject in this series for more detail.

Task charts. Public display of task charts for occupations coupled with public display of progress is another means of structure. If you are concerned about arousing adverse feelings by displaying individual students' progress, then code and scramble the learner list. This will still permit the student to see the tasks and compare progress with others in the course. The monographs in this series related to goals and performance objectives expand on task lists and charts.

Problem solving. An approach to teaching has evolved called problem solving. It seeks to **structure** for **flexibility**. Hum! That phrase sounds like a conflict like **jumbo shrimp**. But, it is possible. The problem solving approach will structure learning while permitting the student to take "ownership." A detailed description of problem solving is provided in the monograph related to modules. One can simply apply the description to groups.

Enhancing Self-Image

The instructor who fosters positive self-images will have motivated students. Do you believe this statement is true? Most instructors do. However, the literature contains so much information related to self and the professionals have so reacted to fads that it is much safer to ignore the whole notion. At the risk of being guilty "so-so" identified above, this section will address self-images.

Common Sense Principles

1. Student behavior which is rewarded will be more likely to recur.
2. Successful students are motivated toward more learning.
3. Peer approval is a strong motivating force.

Elaboration: An Analogy

Assume that each student's self-image is a balloon. Some will be inflated to a comfortable degree; that is, not too full and not too empty. Others will be grossly underinflated. Some will be overinflated. The comfortable self-image floats and bounces merrily along. The underinflated self-image is easily dented. The overinflated self-image may explode with the slightest pressure.

Properly inflated balloons are beautiful, productive, and likeable. Underinflated balloons usually look around for more air. They seek a comfort zone. The overinflated are bumpers. They bump into all kinds of objects and into other balloons. Is it also true of self-images?

Balloons come in all shapes, sizes, and colors. Balloons have a variety of coverings. Some balloons are really tough! Others are really fragile. Almost every balloon has a purpose if the right place and time can be found. Is it also true of self-images?

Alternative Applications

Self-images, as they relate to motivation, may be enhanced by instructors. The instructors need only attend to the unique needs of individual balloons. The following list is a collection of approved balloon maintenance procedures. The list can be increased, decreased, or modified. The caretaker of the balloons has the authority and the responsibility.

1. Use positive reinforcement liberally. For every negative comment you use on a student's paper, balance it with a positive remark. Check the correct answers on a test rather than the wrong answers. Add up the correct answers and put the plus number at the top of the paper.
2. Recognize students' contributions. Post an exceptionally good drawing, diagram, or theme so all students recognize a student's achievement. When a student makes a good point in a discussion, acknowledge it.
3. Create opportunities for students to succeed. Give a pop quiz when you know all the students have studied. Make the first test in a course easy enough so that all students will feel adequate.
4. Solicit suggestions for learning activities from students. How could we better organize this performance lab? What do you think would be a good way to learn about _____?
5. Call weaknesses in student performance, "areas for improve-

ment." Weakness is a term which implies a sort of lasting condition. Areas for improvement seem more compatible with the idea of learning.

6. Give students time to identify their own ideas for improvement. It takes time to learn how to evaluate one's own performance. Improvement is more likely to occur if the student himself discovers what needs to be improved.

7. Use questions rather than statements to point out areas for improvement. "Next time, how might you include all three principles necessary to safe brake line inspection?"

8. Keep expectations in line with what is necessary to succeed at entry level in the occupation. Expecting students to perform at your level denies the kind and amount of your experience.

9. Let the students know that you are not perfect. Modesty phrases include, "I had difficulty with..." "I don't know the answer..." "I had to spend a lot of time..."

These are just a few of the many ways an instructor can properly fill a balloon. In addition empathy may be required. The instructor who can place himself in the student's place will be able to feel for the student. Feeling for a student may provide the insight necessary to discover the way to enhance the student's self-image.

Annotated Outreach

Koberg, Don and Jim Bagnall. **The Universal Traveler: A Soft-Systems Guide to Creativity, Problem-Solving and the Process of Reaching Goals.** Los Altos, Calif.: William Kaufmann, Inc. 1976.

This book was dedicated to "those who seek to add organization to the problem-solving process we call life." The problem-solving process described in this book, although specific to one's life activities, may be helpful to instructors and students. The book is well organized, practical, and sprinkled with humor. The graphics are well done and stimulate interest. This would be a good resource book for students in occupational education.

Purkey, William. **Inviting School Success: A Self-Concept Approach to Teaching and Learning.** Belmont, Calif.: Wadsworth Publishing Company, 1978. 91 pages plus a 22 page reference section.

Although this book is written for primary school teachers, there are many principles and practices which can be transferred to other educational levels. Teachers are encouraged to look at themselves

and their interaction with students to determine whether or not they invite student success.

Simon, Sidney, Leland Howe and Howard Kirschenbaum. **Value Clarification: A Handbook of Practical Strategies for Teachers and Students.** New York: Hart Publishing Company, Inc. 1978. 397 pages.

The authors believe: (a) decisions, choices, and opinions are made on the basis of one's beliefs and values; (b) persons who know their own beliefs and values are better able to understand themselves and others; and (c) the person who has insight about his beliefs and values, and those of others, will be more responsible in managing his life and more accepting of how others manage their lives.

This book contains a collection of value clarification exercises. As teachers and students work together in exploring their beliefs and values, they learn more effective strategies for accomplishing their common goals. Many of the exercises are enlightening. Some are fun. All of them are thought provoking.

Sign Off

Motivation is an illusive word that is more process than product. No attempt has been made to define the term. The monograph has addressed four areas related to motivation: (a) perceptions, (b) interest, (c) structure, and (d) self-image. Perhaps the monograph will stimulate you to respond with a truly creative, imaginative approach for motivating performance learning.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JAN 16 1980

— 14 —